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ABSTRACT

Perceptions of educational practices were compiled from three educational populations (cooperating teachers, student teachers, administrators). Six questions were asked: (1) What are the important goals of the school? (2) What practices should be implemented in the school curriculum? (3) What practices should be implemented in the school's total program? (4) What are the best features of the school? (5) What might be undertaken to improve the school? and (6) What elements of the school's program might be eliminated? A rank ordering and statistical treatment are provided for the first four questions. Answers to the last two questions, which are open-ended, are listed. (CJ)

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PERCEPTIONS OF EDUCATIONAL PRACTICES (PEP) AS VIEWED BY THREE EDUCATIONAL POPULATIONS: (1) COOPERATING TEACHERS; (2) STUDENT TEACHERS; AND (3) ADMINISTRATORS

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PERCEPTIONS OF EDUCATIONAL PRACTICES (PEP) AS VIEWED BY THREE EDUCATIONAL POPULATIONS: (1) COOPERATING TEACHERS; (2) STUDENT TEACHERS; AND (3) ADMINISTRATORS

This study was conducted during the latter part of the Fall Semester, 1979. Three populations were surveyed: (1) 50 cooperating teachers who were assigned student teachers from Missouri Southern State College; (2) 66 student teachers who were assigned to the cooperating teachers; and (3) 26 principals and/or supervisors at the schools where the cooperating teachers and student teachers were located. A total of 142 educators was involved in the study.

The instrument, Perceptions of Educational Practices (PEP), was utilized for this study. The data were derived from six sections of the questionnaire. The basic questions asked of the three populations were divided into six sections as follows:

(A) What do you believe should be the most important goals of your local school?

(B) What would you like to see implemented in the curriculum of your school?

(C) What would you like to see added to total school program?

(D) What are the best features of your school?

(E) How would you suggest school improvements be best accomplished?

(F) If one element of the educational program had to be eliminated, what would you suggest?

Sections E and F were open ended questions. The sections A through D asked for rank ordering items 1, 2, and 3. A rank 1 was awared 3 points, a rank 2 was awarded 2 points and a rank 3 was awarded 1 point. Points were totaled and assigned to each appropriate statement.

The Chi-Square statistic $_{X}2=\frac{\sum^{n}(X-\mu)^{2}}{\sigma^{2}}$ was used in the study to determine significance among the three populations and is summarized in section II of this report.

The results of this study may be importance to teachers, administrators, and college personnel as they plan and refine their educational programs and curricula.

FINDINGS

In response to the question, "What do you believe should be the most important goals of your local school," all three populations agreed that teaching reading, writing, and arithmetic skills should be rank ordered first. Both cooperating teachers and administrators agreed on rank order two: teaching one to be responsible for his own actions. Student teachers ranked teaching one how to get along with others in the number two position. Again, both cooperating teachers and administrators agreed on the third rank order, teaching one how to get along with others. The third rank order for student teachers was teaching one to strive for individual goals.

Table 1 gives a complete ranking among the three populations for the 10 questions presented in Section A. Tables V, VI, and VII compare perceptions among the three populations and whether or not there is a significant difference utilizing the Chi-Square statistic.

TABLE 1

SECTION A

Identify in rank order three of the following which you believe should be the most important goals of your local school.

RANK ORDER				POINTS		
CT	A	ST		CT	A	ST
1	1	1	1. Teaching reading, writing, and arithmetic skills.	101	60	82
5	4	5	2. Teaching critical thinking.	19	12	45
2	2	4	3. Teaching one to be responsible for his own actions.	50	30	63
3	3	2	4. Teaching one how to get along with others.	39	15	68
4	5	8	5. Teaching to prepare for the world of work.	30	9	11
8	5	6	6. Teaching self understanding.	8	9	23
10	9	10	7. Teaching about cultural heritage.	0	0	0
7	5	7	8. Teaching respect for law and authority.	16	9	22
6	8	3	9. Teaching one to strive for individual goals.	20	4	64
9	9	9	10. Teaching for health and recreational activities.	6	0	8

KEY: CT = COOPERATING TEACHERS, N = 50
A = ADMINISTRATORS, N = 26
ST = STUDENT TEACHERS, N = 66
TOTAL = 142

Section B of the study asked, "What would you like to see implemented in the curriculum of the school?" Both cooperating teachers and student teachers agreed that individualized instruction was rank order one. Administrators ranked career education and family life education as the first rank order. The three populations disagreed on the second rank order as cooperating teachers chose work experience programs, student teachers selected family life education, and administrators opted for individualized instruction. Both cooperating teachers and student teachers selected career education as the third rank order while administrators chose environment education.

Table II gives a complete ranking for the three populations reactions to the 13 questions in Section B. Tables V, VI, and VII compare perceptions among the three populations and present statistical data.

Programs that should not be implemented in the school's curriculum: (Rank Order 1, 2, and 3 by percentage)

COOPERATING TEACHERS	STUDENT TEACHERS	ADMINISTRATORS
1. Open Classroom--20%	1. Program for International understanding 6%	1. Open Classrooms-38%
2. Ethnic Study-----8%	2. Program for English Speaking Children 4%	2. Program-Internat'l understanding------27%
3. Program for International understanding-6%	3. No 3rd Rank Order	3. Program for Non-Eng Speaking Children--23%

TABLE II

SECTION B

Many changes have been suggested for the local schools. Which of the following would you like to see implemented in the curriculum of the school? Identify three. Use rank order. Place a zero beside any program you feel should NOT be implemented in the school curriculum.

RANK ORDER				POINTS		
CT	A	ST		CT	A	ST
1	3	1	1. Individualized Instruction	59	28	115
3	1	3	2. Career Education	38	35	45
5	1	2	3. Family Life Education	26	35	63
4	5	6	4. Drug Abuse Education	31	8	20
11	10	11	5. Program for Non-English Speaking Children	3	0	1
12	10	12	6. Ethnic Studies	1	0	0
13	10	7	7. Open Classroom	0	0	16
8	9	8	8. Outdoor Education	9	3	14
9	7	10	9. Program for International Understanding	7	7	4
2	5	4	10. Work Experience Programs	39	8	42
7	4	9	11. Environment Education	22	13	11
6	8	5	12. Special Needs	24	6	27
10	11	13	13. Other	5	0	0

KEY: CT = COOPERATING TEACHERS, N = 50
A = ADMINISTRATORS, N = 26
ST = STUDENT TEACHERS, N = 66
TOTAL = 142

The three populations disagreed on the first rank order for the question relating to adding something to the total school program. (Section C). Cooperating teachers ranked use of paraprofessionals first as student teachers selected team teaching first. Administrators chose reporting pupil progress and achievement through individual conference. For the second rank order, cooperating teachers selected reporting pupil progress and achievement through individual conference. Student teachers and administrators both voted for inservice programs for teachers as second.

Cooperating teachers chose inservice programs as third while student teachers thought reporting pupil progress and achievement through individual conference deserved the third rank order. Administrators, chose as third, improved school-community relations.

Table III gives a complete ranking for the three populations on the remaining questions. Tables V, VI, and VII compare perceptions among the three populations and present statistical data.

Programs that should not be implemented in the school program:

COOPERATING TEACHERS	STUDENT TEACHERS	ADMINISTRATORS
1. Year Round School--32%	1. Yr. Round Sch-45%	1. Day Care --31%
2. Day Care Center in School (Ages 3 -5)-20%	2. Day Care------14% Center	2. Year Round-27% School
3. Non-Graded --------12% Grouping	3. Non-Graded-----8% Grouping	3. Team Teach-23%

TABLE III

SECTION C

Which of the following would you like to see added to the total school program? Identify three. Use rank order. Place a zero beside any program you feel should NOT be implemented in the school program.

RANK ORDER				POINTS		
CT	A	ST		CT	A	ST
6	5	5	1. Non-Graded Grouping	25	17	50
4	6	1	2. Team Teaching.	44	14	99
3	2	2	3. In-Service Program for Teachers	46	34	59
1	4	4	4. Use of Para Professionals (Teacher Aides).	71	24	51
5	3	6	5. Improved School-Community Communication.	30	28	36
9	7	7	6. Lay Advisor Committees (Advisory Council).	1	2	6
2	1	3	7. Reporting Pupil Progress and Achievement Through Individual Conference	54	35	52
8	8	9	8. Year Round School	3	0	4
7	8	8	9. Day Care in the School (3-5 Year Olds).	5	0	4

KEY: CT = COOPERATING TEACHERS, N = 50
A = ADMINISTRATORS, N = 26
ST = STUDENT TEACHERS, N = 66
TOTAL = 142

Section D of the study asked the question, "What are the best features of your school?" The three populations were in agreement that teachers were the best features of their school. Cooperating teachers and student teachers rank ordered administrators as second. Administrators chose the curriculum second. Student teachers and administrators selected human relations as the third rank order while cooperating teachers opted for size of classes.

Table IV gives rankings for best features of the school. Tables V, VI, and VII compare perceptions among the three populations and present statistical data.

TABLE IV

SECTION D

Which of the following are the best features of your school.

RANK ORDER				POINTS		
CT	A	ST		CT	A	ST
1	1	1	1. Teachers.	113	74	111
2	6	2	2. Administrator.	51	11	64
7	10	5	3. School Buildings.	14	0	24
9	8	9	4. Co-Curricular Activities (Football, clubs, band, etc.)	6	6	8
6	2	6	5. Curriculum.	18	20	23
3	4	4	6. Size of Classes.	33	14	26
4	7	7	7. Instructional Materials.	21	8	19
8	3	3	8. Human Relations.	13	15	37
10	9	10	9. Public Relations.	5	4	4
11	8	11	10. Evaluation Program.	1	6	3
5	5	8	11. Discipline.	20	12	18

KEY: CT = COOPERATING TEACHERS, N = 50
A=Administrators, N = 26; ST=Student Teachers, N = 66

TABLE V

COOPERATING TEACHERS' PERCEPTIONS OF EDUCATIONAL PRACTICES COMPARED TO STUDENT TEACHERS' PERCEPTIONS

SECTION AND NUMBER		SIGNIFICANT		NOT SIGNIFICANT
	IMPORTANT GOALS OF LOCAL SCHOOL			
A-1	Teaching the 3 R's	*	.01	
A-2	Teaching Critical Thinking	*	.02	
A-3	Teaching One to be Reponsible for Own Actions	*	.05	
A-4	Teaching How to Get Along With Others	*	.02	
A-9	Teaching One to Strive for Individual Goals	*	.02	
	LIKE TO SEE IMPLEMENTED IN THE CLASSROOM			
B-1	Individualized Instruction			N
B-2	Career Education			N
B-3	Family Life Education	*	.05	
	LIKE TO SEE ADDED TO SCHOOL PROGRAM			
C-1	Non-Graded Grouping			N
C-2	Team Teaching	*	.05	
C-3	InService Program for Teachers			N
C-4	Use of Paraprofessionals			N
C-5	Improved School-Community Relations			N
C-7	Lay Advisor Committees			N
	BEST FEATURES OF SCHOOL			
D-8	Human Relations			N
D-11	Discipline	*	.05	

KEY: * = Significant
N = Not Significant

TABLE VI

COOPERATING TEACHERS' PERCEPTIONS OF EDUCATIONAL PRACTICES COMPARED TO ADMINISTRATORS' PERCEPTIONS

SECTION AND NUMBER		SIGNIFICANT		NOT SIGNIFICANT
	IMPORTANT GOALS OF LOCAL SCHOOL			
A-1	Teaching the 3 R's	*	.05	
A-2	Teaching Critical Thinking			N
A-3	Teaching One to be Responsible For Own Actions			N
A-4	Teaching How to Get Along With Others	*	.05	
A-9	Teaching One to Strive for Individual Goals			N
	LIKE TO SEE IMPLEMENTED IN THE CURRICULUM			
B-1	Individualized Instruction			N
B-2	Career Education	*	.01	
B-3	Family Life Education			N
	LIKE TO SEE ADDED TO SCHOOL PROGRAM			
C-1	Non-Graded Grouping			N
C-2	Team Teaching			N
C-3	InService Program for Teachers			N
C-4	Use of Paraprofessionals	*	.01	
C-5	Improved School-Community Communications			N
C-7	Lay Advisor Committees			N
	BEST FEATURES OF SCHOOL			
D-8	Human Relations			N
D-11	Discipline	*	.01	

KEY: * = Significant
N = Not Significant

TABLE VII

STUDENT TEACHERS' PERCEPTIONS OF EDUCATIONAL PRACTICES COMPARED TO ADMINISTRATORS' PERCEPTIONS

SECTION AND NUMBER		SIGNIFICANT		NOT SIGNIFICANT
	IMPORTANT GOALS OF LOCAL SCHOOL			
A-1	Teaching the 3 R's	*	.01	
A-2	Teaching Critical Thinking			N
A-3	Teaching One to be Responsible For Own Actions			N
A-4	Teaching How to Get Along With Others	*	.01	
A-9	Teaching One to Strive For Individual Goals	*	.02	
	LIKE TO SEE IMPLEMENTED IN THE CURRICULUM			
B-1	Individualized Instruction			N
B-2	Career Education	*	.05	
B-3	Family Life Education			N
	LIKE TO SEE ADDED TO SCHOOL PROGRAM			
C-1	Non-Graded Grouping			N
C-2	Team Teaching	*	.01	
C-3	InService Program for Teachers			N
C-4	Use of Paraprofessionals			N
C-5	Improved School-Community Communication	*	.05	
C-7	Lay Advisor Committees			N
	BEST FEATURES OF SCHOOL			
D-8	Human Relations			N
D-11	Discipline			N

KEY: * = Significant
N = Not Significant

TABLE VIII

SUGGESTIONS FOR SCHOOL IMPROVEMENT
COOPERATING TEACHERS
SECTION E

NUMBER*	IMPROVEMENT
7	Better Communication Among Administrators, Teachers, And Community
6	Open Communication With Administrators
4	More Opportunities for Feedback from Other Teachers
3	Better Understanding by Administrators as to What Actually Happens in Classroom
3	Additional Money
2	InService for Administrators
1	Stress Importance of Elementary Education
1	Give Teachers a Voice in Matters That Concern Them
1	More Parental Involvement and School Visits
1	Board Members Should Know What is Going On in the Schools
1	Smaller Classes in First Four Grades
1	Hire Teacher Aides
2	InService for Teachers
1	Change in Attitude Among "Experienced" Teachers

TABLE IX

WHAT WOULD YOU ELIMINATE
FROM THE EDUCATIONAL PROGRAM?
COOPERATING TEACHERS
SECTION F

NUMBER*	ELIMINATE
6	Special Classes and Programs
6	Grading (A,B,C,D,F)
6	Athletics
2	Emphasis on Sports
2	Non-Professional Duties
1	Some Administrators

---

* NOTE: The Number Preceding the Statement Indicates the Number of Times this Recommendation Was Listed by Cooperating Teachers. Number of Cooperating Teachers = 50.

TABLE X

SUGGESTIONS FOR SCHOOL IMPROVEMENT
ADMINISTRATORS
SECTION E

NUMBER*	IMPROVEMENT
8	Better Working Relationships With Community
2	InService Training
2	Faculty-Administration-Board-Community Cooperation
1	Additional Money
1	Input from Teachers and Administrators
1	Improved Techniques for Instruction
1	Reduce Class Size to 20 in Primary
1	Reduce Class Size to 25 in Intermediate
1	Use Trained Aides
1	Use Special Education Teachers as Resources in Regular Classes
1	School Board Relationships
1	Administrative Action
1	Teachers and Administrators Working Together
1	Reduce Class Size in Elementary School

TABLE XI

WHAT WOULD YOU ELIMINATE
FROM THE EDUCATIONAL PROGRAM?
ADMINISTRATORS
SECTION F

NUMBER*	ELIMINATE
2	Special Education Classes
2	Music and Art
1	Athletics
1	Athletic Conference Affiliation
1	Tenure
1	Reliance on Property Tax
1	Title I Programs
1	ROTC
1	All Title Programs
1	Physical Education
1	Increase in School Levy
1	Co-Curricular Activities

*NOTE: The Number Preceding the Statement Indicates the Number of Times this Recommendation was Listed by Administrators. Number of Administrators = 26.

TABLE XII

SUGGESTIONS FOR SCHOOL IMPROVEMENT
STUDENT TEACHERS
SECTION E

NUMBER*	IMPROVEMENT
7	Parental Awareness of What Happens in School
5	Better Relations Between Parents and Teachers
5	Cooperation Between Teachers and Administrators
4	Additional Money
3	Individualization
3	InService Training
2	Better Relations Between Teachers and School Board
2	Revise/Change Grading System
1	Use Objectives
1	Reduce Class Size
1	Hire Teacher Aides
1	Better Media and Materials
1	More Positive Attitude of Teachers
1	Re-Evaluate the Curriculum
1	Unity Among Teachers
1	More Teacher Aides
1	Meet Student Needs
1	Additional Teachers
1	Active School Board
1	Better Organization
1	Better Evaluation
1	Improve Physical Plant

TABLE XIII

WHAT WOULD YOU ELIMINATE
FROM THE EDUCATIONAL PROGRAM?
STUDENT TEACHERS
SECTION F

NUMBER*	ELIMINATE
2	Grading
2	Co-Curricular Activities
1	Group Paced Instruction
1	Mainstreaming/Special Education
1	In-Class Suspension
1	Music and Art
1	Physical Education
1	Regimentation via Rigid Schedule
1	Football
1	Busing

*NOTE: The Number Preceding the Statement Indicates the Number of Times This Recommendation was Listed by Student Teachers. Number of Student Teachers = 66.

SUMMARY

1. Perceptions of educational practices were compiled from three educational populations: (1) cooperating teachers; (2) administrators; and (3) student teachers. 142 educators participated in the study which was conducted during the Fall Semester of 1979.

2. Six basic questions were asked of the three populations. The questions centered around (1) important goals of the local school; (2) what needs to be implemented in the school's curriculum; (3) what needs to be added to the total school program; (4) best features of the school; (5) suggestions for accomplishing school improvements; and (6) elements of the school program that might be eliminated.

3. A rank ordering and statistical treatment was accomplished with the data from the first four questions. For the last two questions, which were open ended, a listing and enumeration of suggestions was reported.

4. Tables I, II, III, and IV give the rank ordering for the three populations in relation to goals, needs, and best features of the local school.

5. Tables V, VI, VII report the statistical findings among the three populations.

6. Tables VIII, IX, X, XI, XII, and XIII report suggestions for school improvement.

CONCLUSIONS

1. It may be interesting and beneficial, in relation to the top three rankings, to observe what the difference might be, if any, between perceptions of educational practices and actual school practices.

2. The three populations agreed that they have not de-emphasized teaching the basic skills. And concomitantly, the three populations ranked individualized instruction in the top three ratings.

3. The three groups perceived a need for in-service programs for teachers as they ranked in-service in the top three ranks.

4. The educators in the study perceived that teachers, administrators, size of classes, and human relations were among the best features of their schools. It may be concluded that the three groups have a positive self-image of themselves and think highly of their schools.

5. The three educational groups seem to be receptive to changes in the local school's curriculum as evidenced by the results presented in Table II of the study.

6. It might be helpful if public school and college educators formed a task group or consortium which could work together on goals, needs, and refinements as identified by the three educational groups in the study.

SECTION II

*=Significant
N=Not Significant

ST=Student Teacher
CT=Cooperating Teacher

A-1*

	ST	CT	
1	18 (26.74)	29 (20.26)	47
2	10 (9.10)	6 (6.90)	16
3	8 (5.69)	2 (4.31)	10
4+	30 (24.47)	13 (18.53)	43
	66	50	116

$X^2=11.92$
df=3 $P<.01$

A-2*

	ST	CT	
1	10 (6.83)	2 (5.17)	12
2	4 (5.69)	6 (4.31)	10
3	7 (6.26)	4 (1.72)	11
4+	45 (47.22)	38 (35.78)	83
	66	50	116

$X^2=10.94$
$P < .02$

A-3*

	ST	CT	
1	7 (8.53)	8 (6.47)	15
2	13 (7.40)	8 (9.05)	21
3	16 (14.79)	10 (11.21)	26
4+	30 (30.72)	24 (23.28)	54
	66	50	116

$X^2=9.81$
$P < .05$

A-4*

	ST	CT	
1	17 (12.52)	5 (9.48)	22
2	13 (10.81)	6 (8.19)	19
3	8 (3.80)	13 (9.05)	21
4+	28 (30.72)	26 (23.28)	54
	66	50	116

$X^2=9.22$
$P < .05$

A-9*

	ST	CT	
1	12 (8.53)	3 (6.47)	15
2	8 (6.83)	4 (5.17)	12
3	12 (8.53)	3 (6.47)	15
4+	34 (42.10)	40 (31.90)	74
	66	50	116

$X^2=10.62$
$P < .02$

B-1N

	ST	CT	
1	35 (29.59)	17 (22.41)	52
2	3 (2.28)	1 (1.72)	4
3	4 (5.69)	6 (4.31)	10
4+	24 (28.45)	26 (21.55)	50
	66	50	116

$X^2=5.61$
$P < .20$

B-2[N]

	ST	CT	
1	4 5.12	5 2.16	9
2	13 12.52	9 9.48	22
3	7 6.83	5 5.17	12
4+	42 41.53	31 31.47	73
	66	50	116

$X^2=5.77$
$P < .20$

B-3[*]

	ST	CT	
1	7 6.26	4 4.74	11
2	14 10.24	4 7.76	18
3	14 11.38	6 8.62	20
4+	31 38.12	36 28.88	67
	66	50	116

$X^2=7.90$
$P < .05$

C-1[N]

	ST	CT	
1	10 8.53	5 6.47	15
2	8 6.83	4 5.17	12
3	4 3.41	2 2.59	6
4+	44 47.22	39 35.78	83
	66	50	116

$X^2=1.78$
$P < .70$

C-2[*]

	ST	CT	
1	19 14.76	7 11.21	26
2	17 15.36	10 11.64	27
3	8 6.26	3 4.74	11
4+	22 29.59	30 22.41	52
	66	50	116

$X^2=8.88$
$P < .05$

C-3[N]

	ST	CT	
1	8 9.67	9 7.33	17
2	12 10.24	6 7.76	18
3	11 10.24	7 7.76	18
4+	35 35.84	28 27.16	63
	66	50	116

$X^2=1.55$
$P < .70$

C-4[N]

	ST	CT	
1	10 13.66	14 10.34	24
2	6 9.10	10 6.90	16
3	9 10.24	9 7.76	18
4+	41 38.69	27 29.31	68
	66	50	116

$X^2=1.54$
$P < .70$

C-5[N]

	ST	CT	
1	5 5.12	4 3.88	9
2	5 5.69	5 4.31	10
3	11 10.81	8 8.19	19
4+	45 44.38	33 33.62	78
	66	50	116

$X^2 = .21$
P

C-7[N]

	ST	CT	
1	7 9.10	9 6.90	16
2	11 10.81	8 8.19	19
3	9 11.38	11 8.62	20
4+	39 34.71	22 26.29	61
	66	50	116

$X^2 = 3.51$
$P < .50$

D-8[N]

	ST	CT	
1	6 3.41	0 2.59	6
2	5 5.12	4 3.88	9
3	9 7.97	4 6.03	14
4+	46 49.50	41 37.50	87
	66	50	116

$X^2 = 5.45$
$P < .20$

D-11[*]

	ST	CT	
1	3 2.28	1 1.72	4
2	3 3.41	3 2.59	6
3	3 7.97	11 6.03	14
4+	57 52.34	35 39.66	92
	66	50	116

$X^2 = 8.80$
$P < .05$

CT=Cooperating Teacher
A=Administrator

A-1*

	CT	AD	
1	29 (29.64)	16 (15.39)	45
2	6 (6.58)	4 (3.42)	10
3	2 (3.95)	4 (1.37)	6
4+	13 (9.87)	2 (5.13)	15
	50	26	76

$X^2=9.77$
$P < .05$

A-2N

	CT	AD	
1	2 (1.97)	1 (1.03)	3
2	6 (5.26)	2 (2.74)	8
3	4 (5.92)	5 (3.08)	9
4+	38 (36.84)	18 (19.16)	56
	50	26	76

$X^2=2.23$

A-3N

	CT	AD	
1	8 (9.21)	6 (4.79)	14
2	8 (11.84)	10 (6.16)	18
3	10 (9.21)	4 (4.79)	14
4+	24 (19.74)	6 (10.26)	30
	50	26	76

$X^2=7.00$
$P < .10$

A-4*

	CT	AD	
1	5 (4.61)	2 (2.39)	7
2	6 (3.95)	4 (3.42)	10
3	13 (9.21)	1 (4.79)	14
4+	26 (29.61)	19 (15.39)	45
	50	26	76

$X^2=9.73$
$P < .05$

A-9N

	CT	AD	
1	3 (1.97)	0 (1.03)	3
2	4 (2.63)	0 (1.37)	4
3	3 (4.61)	4 (2.39)	7
4+	40 (40.79)	22 (21.21)	62
	50	26	76

$X^2=5.34$
$P < .20$

B-1N

	CT	AD	
1	17 (16.45)	8 (8.55)	25
2	1 (0.66)	0 (0.34)	1
3	6 (6.58)	4 (3.42)	10
4+	26 (26.32)	14 (13.68)	40
	50	26	76

$X^2=.74$

B-2[N]

	CT	AD	
1	5 (7.89)	7 (4.11)	12
2	9 (9.21)	5 (4.79)	14
3	5 (5.92)	4 (3.08)	9
4+	31 (26.97)	10 (14.03)	41
	50	26	76

$X^2=5.27$
$P < .20$

B-3[*]

	CT	AD	
1	4 (5.92)	5 (3.08)	9
2	4 (7.89)	8 (4.11)	12
3	6 (6.58)	4 (3.42)	10
4+	36 (29.60)	9 (15.39)	45
	50	26	76

$X^2=11.61$
$P < .01$

C-1[N]

	CT	AD	
1	5 (5.92)	4 (3.08)	9
2	4 (3.95)	2 (2.05)	6
3	2 (1.97)	1 (1.03)	3
4+	39 (38.12)	19 (19.84)	58
	50	26	76

$X^2=1.42$

C-2[N]

	CT	AD	
1	7 (5.26)	1 (2.74)	8
2	10 (9.21)	4 (4.79)	14
3	3 (2.63)	1 (1.37)	4
4+	30 (32.89)	20 (17.11)	50
	50	26	76

$X^2=2.77$

C-3[N]

	CT	AD	
1	9 (10.53)	7 (5.47)	16
2	6 (6.58)	4 (3.42)	10
3	7 (7.89)	5 (4.11)	12
4+	28 (25.00)	10 (13.00)	38
	50	26	76

$X^2=2.14$

C-4[*]

	CT	AD	
1	14 (10.53)	2 (5.47)	16
2	10 (10.53)	6 (5.47)	16
3	9 (9.87)	6 (5.13)	15
4+	27 (26.66)	12 (13.34)	39
	50	26	76

$X^2=12.78$
$P < .01$

C-5^{N}

	CT	AD	
1	4 4.61	3 2.39	7
2	5 7.24	6 3.76	11
3	8 9.87	7 5.13	15
4+	33 28.29	10 14.71	43
	50	26	76

$X^2=5.58$
$P < .20$

C-7^{N}

	CT	AD	
1	9 11.84	9 6.16	18
2	8 7.24	3 3.76	11
3	11 8.55	2 4.45	13
4+	22 18.42	11 9.58	28
	50	26	76

$X^2=.31$

D-8*

	CT	AD	
1	0 1.97	3 1.03	3
2	4 5.26	4 2.74	8
3	5 3.95	1 2.05	6
4+	41 38.82	18 20.18	59
	50	26	76

$X^2=7.80$
$P < .10$

D-11*

	CT	AD	
1	1 2.63	3 1.37	4
2	3 3.88	6 3.08	9
3	11 11.84	7 6.16	18
4+	35 29.61	10 15.39	45
	50	26	76

$X^2=11.00$
$P < .01$

ST=Student Teacher
A=Administrator

A-1*

	ST	AD	
1	18 (24.39)	16 (9.61)	34
2	10 (10.04)	4 (3.91)	14
3	8 (8.61)	4 (3.39)	12
4+	30 (22.96)	2 (9.04)	32
	66	26	92

$X^2=13.76$
$P < .01$

A-2N

	ST	AD	
1	10 (7.89)	1 (3.11)	11
2	4 (5.21)	2 (1.70)	6
3	7 (8.61)	5 (3.39)	12
4+	45 (45.20)	18 (17.80)	63
	66	26	92

$X^2=2.47$

A-3N

	ST	AD	
1	7 (9.33)	6 (3.67)	13
2	13 (16.50)	10 (6.50)	23
3	16 (14.35)	4 (5.65)	20
4+	30 (25.83)	6 (10.17)	36
	66	26	92

$X^2=7.73$

A-4*

	ST	AD	
1	17 (13.63)	2 (5.37)	19
2	13 (9.33)	4 (4.80)	17
3	8 (6.46)	1 (2.54)	9
4+	28 (33.72)	19 (13.28)	47
	66	26	92

$X^2=12.11$
$P < .01$

A-9*

	ST	AD	
1	12 (8.61)	0 (3.39)	12
2	8 (5.74)	0 (2.26)	8
3	12 (11.48)	4 (4.52)	16
4+	34 (40.17)	22 (15.83)	56
	66	26	92

$X^2=11.30$
$P < .02$

B-1N

	ST	AD	
1	35 (30.85)	8 (12.15)	43
2	3 (2.15)	0 (0.85)	3
3	4 (5.74)	4 (2.26)	8
4+	24 (27.26)	14 (10.74)	38
	66	26	92

$X^2=6.42$
$P < .10$

B-2*

	ST	AD	
1	4 (7.89)	7 (3.11)	11
2	13 (12.91)	5 (5.09)	18
3	7 (7.89)	4 (3.11)	11
4+	42 (37.30)	10 (14.70)	52
	66	26	92

$X^2=9.23$
$P < .05$

B-3N

	ST	AD	
1	7 (8.61)	5 (3.39)	12
2	14 (15.78)	8 (6.22)	22
3	14 (12.91)	4 (5.09)	18
4+	31 (28.70)	9 (11.30)	40
	66	26	92

$X^2=2.74$

C-1N

	ST	AD	
1	10 (10.04)	4 (3.96)	14
2	8 (7.17)	2 (2.83)	10
3	4 (3.59)	1 (1.41)	5
4+	44 (45.20)	19 (17.80)	63
	66	26	92

$X^2=.62$

C-2*

	ST	AD	
1	19 (14.35)	1 (5.65)	20
2	17 (15.07)	4 (5.93)	21
3	8 (6.46)	1 (2.54)	9
4+	22 (30.13)	20 (11.87)	42
	66	26	92

$X^2=15.28$
$P < .01$

C-3N

	ST	AD	
1	8 (10.76)	7 (4.24)	15
2	12 (11.48)	4 (4.52)	16
3	11 (11.48)	5 (4.52)	16
4+	35 (32.28)	10 (12.72)	45
	66	26	92

$X^2=3.47$

C-4N

	ST	AD	
1	10 (8.61)	2 (3.39)	12
2	6 (8.61)	6 (3.39)	12
3	9 (10.76)	6 (4.24)	15
4+	41 (38.02)	12 (14.98)	53
	66	26	92

$X^2=5.43$
$P < .20$

C-5*

	ST	AD	
1	5 5.74	3 2.26	8
2	5 7.89	6 3.11	11
3	11 12.91	7 5.09	18
4+	45 39.96	10 15.54	55
	66	26	92

$X^2=7.85$
$P < .05$

C-7N

	ST	AD	
1	7 11.48	9 4.52	16
2	11 10.04	3 3.96	14
3	9 7.89	2 3.11	11
4+	39 32.28	6 12.72	45
	66	26	92

$X^2=6.02$
$P < .20$

D-8N

	ST	AD	
1	6 6.46	3 2.54	9
2	5 6.46	4 2.54	9
3	9 7.17	1 2.83	10
4+	46 45.91	18 18.09	64
	66	26	92

$X^2=2.93$

D-11N

	ST	AD	
1	3 2.15	0 0.85	
2	3 4.30	3 1.70	
3	3 6.46	6 2.54	
4+	54 50.93	17 20.07	71
	66	26	92

$X^2=6.79$
$P < .10$

PERCEPTIONS OF EDUCATIONAL PRACTICE (PEP)

CHECK APPROPRIATE BLANK

_____Male _____Female

_____Parent
_____of Elementary Child (K-8)
_____of Secondary Child
_____Both

_____Administrator
_____Elementary
_____Secondary

_____Student
____Elementary
____Secondary

_____Teacher
____Elementary
____Secondary

How long have you lived or worked in your district?____Less than one year
_____One yr to five yrs.
_____Over five years

QUESTIONS FOR SURVEY

Identify in rank order three of the following which you believe should be the most important goals of your local school.

_____1. Teaching reading, writing and arithmetic skills.

_____2. Teaching critical thinking.

_____3. Teaching one to be responsible for his own actions.

_____4. Teaching one how to get along with others.

_____5. Teaching to prepare for the world of work.

_____6. Teaching self understanding.

_____7. Teaching about cultural heritage.

_____8. Teaching respect for law and authority.

_____9. Teaching one to strive for individual goals.

____10. Teaching for health and recreational activities.

____11. Other (List)

_____

_____

_____

Many changes have been suggested for the local schools. Which of the following would you like to see implemented in the curriculum of the school? Identify three.Use rank order. Place a zero beside any program you feel should NOT be implemented in the school curriculum.

_____1. Individualized instruction.

_____2. Career education.

_____3. Family life education.

_____4. Drug abuse education.

_____5. Program for non-English speaking children.

_____6. Ethnic studies.

_____7. Open classroom.

_____8. Outdoor education.

_____9. Program for International understanding.

____10. Work experience programs.

____11. Environment education.

____12. Special needs.

____13. Other (List).

_____

_____

_____

Which of the following would you like to see added to the total school program? Identify three.Use rank order. Place a zero beside any program you feel should NOT be implemented in the school program.

_____1. Non-graded grouping.

_____2. Team teaching.

_____3. In-service program for teachers.

_____4. Use of para professionals. (Teacher Aides).

_____5. Improved school-community communication.

_____6. Lay advisor committees. (Advisory Council).

_____7. Reporting pupil progress and achievement through individual conference.

_____8. Year around school.

_____9. Day care in the school (3-5 year olds).

Which of the following are the best features of your school? Use rank order.

_____1. Teachers.

_____2. Administrator.

_____3. School buildings.

_____4. Co-curricular activities (football, clubs, band, etc.)

_____5. Curriculum.

_____6. Size of classes.

_____7. Instructional materials.

_____8. Human relations.

_____9. Pulbic relations.

____10. Evaluation program.

____11. Discipline

____12. Other (List).

_____

_____

_____

How would you suggest the improvements you believe are necessary for the schools be best brought about?

_____

_____

_____

OPTIONAL

If one element of the educational program had to be eliminated, what would you suggest? Please be specific. Why?

_____

_____

_____

_____

_____

_____